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DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Big Question -	Me and My Relationships How Can I Manage My Feelings?	
RR1, CF2, CF4, CF5	How Are You Listening?	<ul style="list-style-type: none"> • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.
BS5, MW2, MW3, MW4, MW7	How Do Feelings Affect Me? Lesson – Thinking about feelings	<ul style="list-style-type: none"> • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).
BS5, MW1, MW2, MW3, MW4, MW7	How Do Feelings Make Us Behave? Lesson – Our Feelings	<ul style="list-style-type: none"> • Identify a range of feelings; • Identify how feelings might make us behave; • Suggest strategies for someone experiencing 'not so good' feelings to manage these.
MW2, MW3, MW6, MW7	How Can We Be Hurt? Lesson – Feelings and Bodies	<ul style="list-style-type: none"> • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt.
CF1, CF2, CF3	What Makes a Good Friend? Lesson – Good Friends	<ul style="list-style-type: none"> • Identify simple qualities of friendship; • Suggest simple strategies for making up.
MW2	How Does Loss Make Us Feel?	<ul style="list-style-type: none"> • Recognise the range of feelings that are associated with loss.

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	Lesson – Harold Loses Geoffrey	
Big Question -	Valuing Difference What Is the Same and Different About Us?	
FPC3, FPC4, RR1, RR2	Same or Different?	<ul style="list-style-type: none"> ● Identify the differences and similarities between people; ● Empathise with those who are different from them; ● Begin to appreciate the positive aspects of these differences.
CF2, CF3, CF4, RR5, RR6, MW8	Unkind, Tease or Bully?	<ul style="list-style-type: none"> ● Explain the difference between unkindness, teasing and bullying; ● Understand that bullying is usually quite rare.
CF2, CF3, CF4, RR2, RR3	Is It Fair? Lesson – It's not fair!	<ul style="list-style-type: none"> ● Recognise and explain what is fair and unfair, kind and unkind; ● Suggest ways they can show kindness to others.
FPC1, FPC2, FPC3, FPC4, MW6	Who Are Our Special People?	<ul style="list-style-type: none"> ● Identify some of the people who are special to them; ● Recognise and name some of the qualities that make a person special to them.
FPC3, FPC4	Who Are Our Special Groups? Lesson - Our special people balloons	<ul style="list-style-type: none"> ● Recognise that they belong to various groups and communities such as their family; ● Explain how these people help us and we can also help them to help us.
	Keeping Safe	

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Big Question -	How Can We Stay Safe?	
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help? (1)	<ul style="list-style-type: none"> ● Recognise emotions and physical feelings associated with feeling unsafe; ● Identify people who can help them when they feel unsafe.
FPC6, RR8, BS1, BS2, BS5, BS7, BS8	Good or bad touches?	<ul style="list-style-type: none"> ● Understand and learn the PANTS rules; ● Name and know which parts should be private; ● Explain the difference between appropriate and inappropriate touch; ● Understand that they have the right to say “no” to unwanted touch; ● Start thinking about who they trust and who they can ask for help.
RR8,OR1, OR2, OR3, OR4 OR5, BS1, BS2, BS6, ISH1, ISH3, ISH5, ISH7	Is it Safe to Share Pictures? Lesson – Sharing pictures	<ul style="list-style-type: none"> ● Start thinking about how to stay safe online, including safety around sharing images; ● Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.
DAT1	What could Harold do?	<ul style="list-style-type: none"> ● Understand that medicines can sometimes make people feel better when they’re ill; ● Explain simple issues of safety about medicines and their use.
BFA1, BFA2	Basic first aid	<ul style="list-style-type: none"> ● To understand that first aid means helping anyone in need medically ● To understand when and how to call 999 in an emergency

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FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8	Should we always keep a secret? Lesson – Surprises and secrets	<ul style="list-style-type: none"> ● Explain the difference between a secret and a nice surprise; ● Identify situations as being secrets or surprises; ● Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
Big Question -	Rights and Respect What Are My Responsibilities?	
CF2, CF4, RR2, RR3, RR5	How Can My Behaviour Affect Others? Lesson – Harold has a bad day	<ul style="list-style-type: none"> ● Recognise how a person's behaviour (including their own) can affect other people.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Who Looks After Our School? Lesson - Around and about school	<ul style="list-style-type: none"> ● Identify what they like about the school environment; ● Recognise who cares for and looks after the school environment.
RR5	Why Is It Important to Care for Things? Lesson - Taking care of something	<ul style="list-style-type: none"> ● Demonstrate responsibility in looking after something (e.g. a class pet or plant); ● Explain the importance of looking after things that belong to themselves or to others.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Where does money come from? Lesson - Harold's money	<ul style="list-style-type: none"> ● Explain where people get money from; ● List some of the things that money may be spent on in a family home.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How should we look after our money?	<ul style="list-style-type: none"> ● Recognise that different notes and coins have different monetary value; ● Explain the importance of keeping money safe; ● Identify safe places to keep money;

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		<ul style="list-style-type: none"> Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).
RR2, RR3	<p>Why Do We Have Classroom Rules?</p> <p>Lesson – Why we have classroom rules</p>	<ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these.
RR3, RR5, BS1	<p>What Are Harold's School Rules?</p> <p>Lesson – Harold's school rules</p>	<ul style="list-style-type: none"> Explain some of their school rules and how those rules help to keep everybody safe.
Big Question -	<p>Being My Best</p> <p>How Can We Stay Healthy?</p>	
HE1, HE2, HE3	<p>Can I Eat a Rainbow?</p> <p>Lesson – I can eat a rainbow</p>	<ul style="list-style-type: none"> Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
HE1, HE2, HE3	<p>What Can I Eat to Keep Healthy?</p> <p>Lesson – Eat well</p>	<ul style="list-style-type: none"> Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
HP4, HP5	<p>What is Personal Hygiene?</p> <p>Lesson – Harold's wash up and brush up</p>	<ul style="list-style-type: none"> Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.

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HP5	How Can I Stop Germs From Spreading? Lesson – Cat it! Bin it! Kill it!	<ul style="list-style-type: none"> • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases.
HP3	Why is Sleep Important? Lesson - Super Sleep	<ul style="list-style-type: none"> • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep.
CF2, CF5, RR1, RR3, RR5	How Can My Relationships Be Healthy? Lesson – Pass on the praise!	<ul style="list-style-type: none"> • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.
Big Question -	Growing and Changing How Do We Change as We Grow Up?	
PHF1, PHF3, HP3, HP4	What Does My Body Need? Lesson – Healthy me	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle.
CAB1	How Have I Grown? Lesson – Then and now	<ul style="list-style-type: none"> • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages.
FPC2, CAB1	What Do Babies Need? Taking care of a baby	<ul style="list-style-type: none"> • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages.

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BS3, BS7	Keeping privates private	<ul style="list-style-type: none"> ● Identify parts of the body that are private; ● Describe ways in which private parts can be kept private; ● Identify people they can talk to about their private parts.
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help? (2)	<ul style="list-style-type: none"> ● Explain the difference between teasing and bullying; ● Give examples of what they can do if they experience or witness bullying; ● Say who they could get help from in a bullying situation.
Wider PSHE curriculum (not covered by DfE statutory requirements)	How Can I overcome Challenge? Lesson – Harold learns to ride his bike	<ul style="list-style-type: none"> ● Recognise that learning a new skill requires practice and the opportunity to fail, safely; <p>Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</p>